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ABSTRACT

This paper describes 4 experiences designed to increase adult awareness of the child's perspective in adult/child dyadic interaction and outlines 12 children's activities to encourage concentration on feelings in a positive group situation. Also provided are instructions for making a board game, lists of suggested recordings and songs, and bibliographies for day care staff and children. (RH)

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FAIRFAX COUNTY OFFICE FOR CHILDREN
SCHOOL-AGE CHILD CARE
Fairfax, Virginia

"TELL ME HOW YOU FEEL . . .
Creating An Awareness of Emotions in a Day Care Setting"

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Children imitate behavior. Keeping this in mind, can you do to your children what you expect them to do? If you expect respect from them, can you respect them? If you expect them to understand and be influenced by you, can you understand and be influenced by them? If you expect them to pay attention, can you pay attention to them? If you expect them to respect your direct expression of feelings, can you respect theirs?

Teacher-- Good boys and girls always listen
We must listen all the time
Good boys and girls never talk,
But they always listen.
We should listen & listen & listen!

Don't you see my rainbow, teacher?
Don't you see all the colors?
I know you're mad at me.
I know that you said to color the cherries red and the leaves green.
I guess I shouldn't have done it backwards
But teacher, don't you see my rainbow?
Don't you see all the colors?
Don't you see me?

Teacher, let me swim in a puddle
let me race a cloud in the sky,
let me build a house without walls
But most of all
let me laugh at nothing things.

Excerpts from:

The Geranium on the Window Sill Just Died But Teacher You Went Right On. 1971. Harlin Quist, Inc.

Adult Experiences

These four experiences are targeted for the adult. They are designed to help you see both sides of a situation. When working with children, keep in mind there are two sides to an issue.

Experience 1

Decide one person to be A, one to be B. In the first round A stands and B sits on the floor directly in front of A. Talk about how this feels. Stop after two minutes. Share how it feels to talk in these positions. Then change places and share again.

(In these positions become aware of how your bodies feel. The sitter has to look up. Within 30 seconds the neck and shoulders will begin to ache. The eyes and eye muscles will become strained. The stander will have to arch his back and the back and neck muscles will begin to ache. These are the positions typical to young children and adults when interacting.)

Experience 2

As in the first exercise, choose A and B. In the first round A stands and B sits on the floor. Look straight ahead and notice scenery. Stop after two minutes. Share how it feels and what you see--details, size, color, smell. Then change places and share again.

(From the floor the scenery is knees, legs and very big feet. Look up and see the protrusions and perspective. Standing, the scenery is one of a small probably helpless being.)

Experience 3

Again, choose one person to be A and B. A sits on floor, B stands. Make hand contact. The one on the floor obviously holds his hand up and the one standing holds his hand down. One minute each position. Share your feelings.

(This is a very comfortable position for the adult; however, there is discomfort for the child. So when the child tries to withdraw his hand, this is seen as inappropriate or negative behavior. The child was only seeking comfort.)

Experience 4

B starts. Talk about any topic you wish. A few related statements will probably suffice. A, listen empathetically and actively, but at some point when B is talking, start shaking your head in disagreement. After a few seconds, interrupt B with

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Experience 1. Satir, Virginia, Peoplemaking, Palo Alto, CA: 1972. Science Behavior Books, Inc.
Experience 2. Ibid.
Experience 3. Ibid.
Experience 4. Becvar, Raphael J., Skills for Effective Communication, 1974. John Wiley & Sons, Inc.

"Yes, but . . .," and take issue with B.

B, when A starts to take issue with your statement, listen empathetically and actively but at some point start shaking your head in disagreement. After a few seconds interrupt A with, "Yes, but . . .," and offer counter argument.

Let this sequence continue for a few rounds.

1. Each of you tell your partner how you felt and thought when you observed the head shaking in disagreement.

2. Both of you tell your partner how you felt when you began shaking your head and when you interrupted.

ACTIVITIES FOR CHILDREN

These are activities for kids (and adults, too!) to concentrate on their feelings in a positive group situation.

Activity Game 1

1. A group of 5-13 people gather to play.
2. One person chooses, by any means he likes, a feeling which he wishes to express.
3. He says the word and expresses the feeling by his tone. Each person takes a turn expressing the same feeling by word and tone.
4. A new person chooses a feeling and the process is repeated.
5. When everyone has had a turn, discuss how you felt during the process.

Activity Game 2

The same as Game 1, with the following modifications:

1. After the feeling is chosen, each one takes a pose expressing his concept of the feeling. The pose should be held for two or more minutes.
2. There is discussion concerning the poses after each round.

Activity Game 3

The same as Game 2, with the following modifications:

1. Break into groups of between 4-7 members.
2. After the feeling is chosen and announced, everyone attempts to express it by movement, gesture, expression.
3. Music may be used if desired. Alternative form: The group imitates the expressive movement of the person who chose the feeling.

Activity Game 4

The same as previous games with this modification:

1. The feeling chosen is to be expressed by sound without true words. Use tone intonation, volume, rhythm, etc.

Activity Game 5

Combine Games 3 and 4.

Activity Games 1 thru 6. Sax, Saville & Hollander, Sandra. Reality Games, MacMillan, 1972.

Activity Game 6

1. Each person takes a turn expressing a feeling, using gesture, movement, rhythm and words. The other members of the group may give feedback during the process by imitating gestures or movement.

2. The process is critiqued after each round.

One may choose freely the feeling he wishes to express, or it may be chosen by chance. One way of choosing by chance is to use the list of feelings below. Toss a single die to determine the column. Toss it again to get the number of the feeling within the column.

Role Playing of Feelings (Some suggested feelings to try for Activity Games 1-6)

1.	2.	3.
1. pride	1. love	1. sadness
2. happiness	2. loneliness	2. depression
3. glory	3. interest	3. elation
4. determination	4. warmth	4. freedom
5. joy	5. fascination	5. confidence
6. elation	6. adulation	6. pushed

4.	5.	6.
1. hate	1. bored	1. heavy
2. frustration	2. confused	2. light
3. anger	3. indifferent	3. dark
4. trapped	4. playful	4. colorful
5. inadequate	5. tired	5. anxious
6. weak	6. energetic	6. sadistic

Activity Game 7

Something Good

Find a partner and face each other. Each partner takes one uninterrupted minute to recount a good or happy incident that occurred this day.

(The purpose is to bring to the top of the mind something pleasant that happened even on a "terrible, horrible, no good, very bad day." Leaders need to remember to use good eye contact and supportive statements.)

Activity Game 8

Sharing Treasures

Participants sit in a circle and take things from their pocket or purse or the special corner of the mind called

memory. Explain why the object or incident was so meaningful.

(This is a useful way for participants to focus on "positive" feelings for other persons and to explain and understand their own.)

Activity Game 9

Leader reads one of the stories suggested on the book list half-way through to the group. Leave the story at the decision-making moment. Have the group write the ending by acting out the incident to completion. Finish reading the story and discuss the ending.

If the center is large enough, divide group in half and have each group work on story, then each group can take a turn performing.

Activity Game 10

As in the Activity Game 9, choose a story where emotions are evident. Have participants choose musical instruments to augment the story.

Activity Game 11

Feelings and Sounds

This activity is excellent for children who are shy and do not wish to express themselves verbally. It gives them an opportunity to tell about their feelings without speaking.

You will need some instruments to play the game. If possible, you should have a toy piano or xylophone, bells, tone block, and two rhythm sticks. If you have more instruments, that's even better.

Discuss each of the instruments that you are using. Play each one and talk about the way the sound of it makes you feel. Bells are happy, a drum can be sad and dreary as well as exciting.

Seat the children in a circle. The teacher says: "When I woke up this morning, I felt ..." Instead of saying how she feels, she picks an instrument to play that will express her feelings. She then says to one of the children, "Robert, tell us how you felt when you awoke this morning." Robert then goes and picks an instrument to play and expresses how he feels.

After all of the children have expressed themselves (best to have groups of five or six) through sound, you can ask

Activity Game 11. Weissman, Jackie. Miss Jackie Says: Hello Sound, 1979. By Jackie Weissman, Overland Park, Kansas.

other questions to be expressed with sound. What kind of weather do you like? Sunny, rainy, thunder? How do you go to school? Walk, run, hop or skip?

Keep the instruments that you are using out on a table. This will give the children an opportunity to go to the instruments when they are desirous of expressing a particular feeling.

Activity Game 12

Relating Without Words

1. Group chooses one person to be the teacher.

2. The "teacher" conducts the class, using no words. Instead, expression and body position is used to convey feelings. For example, the "teacher" may pat a student on the back and smile at him/her for giving the teacher his/her attention. The student may respond with a smile.

3. Take turns being the "teacher." Each child may conduct a class for three minutes.

INSTRUCTIONS FOR BOARD GAME

Materials:
- Poster board
- Marker
- Pencil (to sketch game board)
- Ruler (to measure spaces on game board)
- Index cards
- Game markers (buttons, stones, etc.)
- Warmfuzzie tokens (buttons, stickers, etc.)

Procedure:

A. Choose a theme for the game. We have chosen "Warmfuzzies"

B. Create directions. Write the directions in a clear, simple and concise manner.

C. Write these directions on a card to be stored with the board.

An example set of directions are:

1. Everyone begins on the Start space.
2. In turn, choose a Choice card. Follow the directions on the card and on the board.
3. On your way around the board, collect Warmfuzzies. The first person to collect 20 Warmfuzzies wins the game.
4. Have a good time!

D. Measure spaces on the board (approximately 3" x 3"). Choose themes for board spaces. Some suggested themes are:

- Start
- You've had a good day; feel proud
- Temper Tantrum
- Mom's Work
- Crabby Corner--lose one turn
- Need a lift? Move ahead two.
- Things That Go Bump in the Night
- Smile
- School
- Pouters Peak--lose one Warmfuzzie
- Down in the Dumps
- Give a Friend a Compliment
- Warmfuzzie House--earn one Warmfuzzie
- Dad's Work
- Day Care
- Blues Alley

E. On the index cards create Choice situations. Examples that are in the Warmfuzzie Game:

1. Grandma and Grandpa are coming for a visit. You clean your room without being asked. Move one space forward.

2. It's been a terrible day--socks don't match, school was boring and day care is worse! You have a temper tantrum Move to Blues Alley.

3. Your brother looks sad. He tells you he has lost his favorite frog. You give him a hug. Earn one Warmfuzzie.

4. Teacher asks you who was talking. You were but you blame someone else. Lose one turn.

5. You are angry because the babysitter says it's time for bed. Go to Pouter's Peak.

6. Daddy is on a business trip. Mommy is working late and it's the potluck dinner night at day care. You choose to go with Richard's family and have a great time. Move ahead three.

7. The bedroom door creaks and it's dark and scarey. You begin to cry for Mom or Dad. Move to Things That Go Bump in the Night.

8. You are the new kid in the class. Your stomach has butterflies but you introduce yourself and start playing. Good job! Move ahead three.

9. You are a Super Person!
Earn a Warmfuzzie.

Our game includes 20 situation cards like those listed above. The game includes other cards as well. The breakdown of all game cards we have used is as follows:

- 20 situation cards. Five of these earn a Warmfuzzie.
- 5 action cards. These can be traded in to avoid the penalty when landing on spaces saying the player will lose one turn or one Warmfuzzie (similar to "Get Out of Jail Free" cards in Monopoly).
- 5 direction cards, such as "Move to Warmfuzzie House-Nice Job!"
- 20 number cards:
  - 10 "Move 1 Space"
  - 5 "Move 2 Spaces"
  - 5 "Move 3 Spaces"

Tailor make your situations to your children. This game can be adapted for different age levels: For example:

- Take out the situation cards and use only the number cards (for younger children).

- Use dice to move around the board.

- Adjust the amount of Warmfuzzies needed to win.

Note: This game is designed to help children discover alternatives in an emotional situation. But, most of all, it is important to have fun so enjoy!

SUGGESTED RECORD LIST

Sesame Street Play Along Songs ctw 22060
Children's Records of America
"Show Me How You Feel"

Sesame Street Let a Frown Be Your Umbrella ctw 22061

Sesame Street Bob Sings! ctw 22084
"I Whistle a Happy Tune"
"High Hopes"

Sesame Street "Feelin' Good Feelin' Bad" ctw 99044 (single)

Sesame Street "Feelings/Let Your Feelings Show! ctw 99048 (single)

Sesame Street "A Really Good Feeling" ctw 99009 (single)

Sesame Street Aren't You Glad You're You" ctw 22083
"Believe in Yourself"

Sesame Street "Mad/Sad" ctw 99029 (single)
Sesame Street "What Do I Do When I'm Alone" ctw 99007 (single)

Sesame Street Dinah! I've Got a Song ctw 79009
"Monsters Can Be Unhappy"

Meadowlark Lemon--My Kids--Casablanca Record & Filmworks, Inc. 1979
"Happy Bein' Me"

SUGGESTED SONG LIST

Sesame Street Songbook, Vol. I

"What Do I Do When I'm Alone?" by Jeffrey Moss, p. 70
(c) 1971 Festival Attractions, Inc.

"A Face" by Joe Raposo (c) 1970 Jonico Music, Inc., p. 63

"Someone Nice" by Joe Raposo (c) 1971 Jonico Music, Inc., p. 74

Doug Nichol Vols. I & II

"I Can Feel the Beauty" by Doug Nichol

"Do You Ever" by Doug Nichol

"Oh, Yes, I'm Happy" by Doug Nichol (c) 1979

"Oh, It's Great To Be Living This Morning" by Doug Nichol

"H-A-double P-I-N-E-double S" by Doug Nichol

Boardman, Eunice & Andress, Barbara, THE MUSIC BOOK, Holt, Rinehart & Winston, 1981

Blue "Let Us Sing Together" p. 190
"Loneliness Song" p. 210

Red "Blues Ain't Nothin'" by Happy Traum p. 112
"Walkin' Blues" by B. A. p. 146
"Worried Man" American Folk Song p. 172
"You've Got A Friend" by Carole King p. 238

Levin, Gail, et al. LEARNING THROUGH MUSIC 1975
Teaching Resources Corp.
Activity #42, "Happy Things" p. 134

Weissman, Jackie MISS JACKIE SAYS: HELLO SOUND
(c) 1979 by Jackie Weissman Overland Park, Kansas
"feeling and sounds" p. 60
"I'm so mad" pp. 66-67
"echo sounds" pp. 26-27
"me sounds" p. 19

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"Everybody Has a Place" p. 6.
"Happy Today" p. 11
"Sadness" p. 12
"Open Up, World" p. 14
"Love" P. 16
"That Feeling of Fear" p. 18
"Friends" p. 20
"Tell Us What You're Thinking" P. 22

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